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ABSTRACT

A plan for California's postsecondary equal educational opportunity programs is presented. These programs are designed to: increase academic aspirations and preparation of high school or community college students; inform students about financial aid or about specific colleges; increase college students' academic skills to increase their retention; and provide comprehensive services, including outreach, orientation, admissions, and retention. Background information on California's programs covers events since 1964, state funding by type of program, and degrees conferred to members of six ethnic groups. Included are proposals to implement state policy that secondary schools have the leadership role in preparing students for college and that supplementary services for low-income and ethnic minority students be provided cooperatively by high schools and colleges. Proposals for joint efforts to implement a state requirement for informational outreach services are also provided. A timetable for the regular evaluation of postsecondary equal opportunity programs by the California Postsecondary Education Commission is also presented, along with a summary of issues and recommendations for the programs. (SW)

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A PLAN TO IMPLEMENT NEW STATE POLICY ON POSTSECONDARY EQUAL EDUCATIONAL OPPORTUNITY PROGRAMS

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The Commission consists of 15 members. Nine represent the general public, with three each appointed by the Speaker of the Assembly, the Senate Rules Committee, and the Governor. The other six represent the major educational systems of the State.

The Commission holds regular public meetings throughout the year at which it takes action on staff studies and adopts positions on legislative proposals affecting postsecondary education. Further information about the Commission, its meetings, its staff, and its other publications may be obtained from the Commission offices at 1020 Twelfth Street, Sacramento, California 95814; telephone (916) 445-7933.

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A PLAN TO IMPLEMENT NEW STATE POLICY ON POSTSECONDARY EQUAL EDUCATIONAL OPPORTUNITY PROGRAMS

Proposals Submitted to the Legislature by
the University of California
the California State University
the California Community Colleges
the California State Department of Education
and the California Postsecondary Education Commission
in Response to Supplemental Language in the
1983-84 Budget Act

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1020 Twelfth Street, Sacramento, California 95814

Commission Report 85-8

Adopted March 4, 1985

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INTRODUCTION

In the 1983-84 Budget Act, the Legislature included this Supplementary Language to the budget for the California Postsecondary Education Commission:

> It is the intent of the Legislature that postsecondary equal educational opportunity programs conform to the following state policies as soon as possible:
>
> > Secondary schools should have the leadership role in preparing secondary school students for college. This includes assuring that all students are aware of college and university requirements for various majors so that college-bound students can take the necessary courses. To the extent that supplementary services, such as tutoring and academic skills-building, are necessary to increase the number of low-income and minority students who enroll in postsecondary education, such services should be provided cooperatively by secondary and postsecondary institutions.
> >
> > Informational outreach services -- such as campus tours and academic advising -- should involve active and coordinated efforts by secondary and postsecondary educators, working through regional intersegmental organizations wherever possible.
> >
> > The goal of developmental and informational outreach programs is to increase the enrollment of underrepresented students in each segment of postsecondary education, instead of at individual campuses.
> >
> > The California Postsecondary Education Commission (CPEC) shall evaluate all postsecondary equal educational opportunity programs on a regular basis, as well as report annually on the extent to which the policies listed above are being followed.
> >
> > CPEC, UC, CSU, the Board of Governors of the California Community Colleges, and State Department of Education (SDE) shall work together to (1) develop the specific details of the above policy and (2) develop a plan and timetable for implementing the policy. CPEC shall submit a status report to the legislative budget committees by February 1, 1984, describing progress made to date on the implementation of this policy.

In response, the Commission and the segments established an Ad Hoc Task Force on Equal Educational Opportunity Programs to draft the requested plan. Members of this task force have included:

Ed Apodaca, Director, Admissions and Outreach,
Office of the President, University of California

Alice Cox, Assistant Vice President, Student Academic Services
Office of the President, University of California

Steven Daigle, Special Projects Office
Office of the Chancellor, The California State University

Winston Doby, Vice Chancellor, Student Affairs,
University of California, Los Angeles

Sandra Douglas, Analyst, Admissions and Outreach
Office of the President, University of California

Ronald Dyste, EOPS Administrator, Chancellor's Office
California Community Colleges

Penny Edgert, Director, San Diego County Cal-SOAP Consortium

Rex Fortune, Superintendent
Inglewood Unified School District

Paul Gussman, Consultant, Special Projects Unit,
California State Department of Education

Bruce Hamlett, Postsecondary Education Specialist
California Postsecondary Education Commission

Phyllis Hart, Academic Counselor, Phineas Banning High School, Wilmington

James Harold, Project Director, Capitol Center MESA and Counselor on Special
Assignment for Coordination, California State University, Sacramento

Julian Lopez, Assistant Superintendent,
Montebello Unified School District

Judy Mayes, Academic Counselor
Los Angeles High School

Carmel Myers, Assistant Vice Chancellor, Academic and Student
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Charles Ratliff, Director, Educational Opportunity Program,
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Vincente (Bert) Rivas, Associate Dean, Student Affairs,
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Stephen Mark Sachs, Assistant Dean, Counseling and Academic Support
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Greg Sandoval, EOPS Director, Southwestern College, Chula Vista

Rod Tarrer, Specialist, Chancellor's Office
California Community Colleges

Shirley Thorton, Principal, Balboa High School, San Francisco

Brenda L. Wash, Acting Associate Vice President, Student Academic
Affairs Special Programs, California State University, Fullerton

Linda Barton White, Postsecondary Education Specialist,
California Postsecondary Education Commission

The Commission submitted a status report to the Legislature in February 1984 on the work of the task force, and it submits the present plan on behalf of both the task force and all segments of California public education represented on it.

Part One of the plan describes the development of equal educational opportunity programs in California's colleges and universities, as an introduction to the agreements and recommendations contained in the remainder of the document.

Part Two presents proposals to implement the Legislature's mandated policy that secondary schools have the leadership role in preparing secondary school students for college and that supplementary services for low-income and ethnic minority students be provided cooperatively by secondary and postsecondary institutions.

Part Three offers proposals to implement the Legislature's policy that informational outreach services be provided through active and coordinated efforts by secondary and postsecondary educators, working through regional intersegmental organizations wherever possible, and that outreach programs aim to increase the enrollment of underrepresented students in each segment of postsecondary education rather than on individual campuses.

And Part Four offers a timetable to implement the Legislature's mandate that the California Postsecondary Education Commission evaluate all postsecondary equal educational opportunity programs on a regular basis.

Table 6 on pages 34-41 presents a summary of the plan to implement legislative policy on postsecondary educational opportunity programs, as outlined in the report.

ONE

EQUAL EDUCATIONAL OPPORTUNITY PROGRAMS OF CALIFORNIA'S PUBLIC COLLEGES AND UNIVERSITIES

This year, equal educational opportunity programs for low-income and ethnic minority students in California's colleges and universities are 20 years old. In 1964, with some $100,000 of its own funds, the University of California launched the first such effort: its Educational Opportunity Program -- a comprehensive effort to provide access and academic support services for low-income students with high academic potential. Today, California's public colleges and universities operate at least 16 different publicly funded postsecondary programs with a total annual budget of almost $50 million, with 80 percent of this funding from the State. Table 1 on pages 6-7 describes the development of these programs over the past two decades in the context of equal educational opportunity efforts nationally.

OBJECTIVES OF THE PROGRAMS

During the 1960s, California's early postsecondary equal educational opportunity programs generally sought to increase the numbers of low-income and ethnic minority students who (1) enroll in postsecondary institutions and then (2) complete their postsecondary programs. By the late 1970s, it became increasingly apparent that a significant increase in the numbers of these students enrolling in public four-year colleges and universities would not occur without an increase in the numbers (1) graduating from secondary school and successfully completing college-preparatory courses, and (2) transferring from Community Colleges into four-year institutions. Consequently, these functions also became objectives for postsecondary equal educational opportunity programs. Currently, of the $40 million provided by the State each year for these programs, approximately 70 percent is used by postsecondary institutions to provide support services for enrolled students in order to help these students complete their collegiate programs. The remaining 30 percent is used by postsecondary institutions to work with secondary school students to expand their postsecondary education opportunities.

Today's equal educational opportunity programs can be classified into four types on the basis of their primary objectives:

1. Developmental Outreach: These programs seek to increase the academic aspirations or improve the academic preparation of students either (1) in junior and senior high school so that they complete the necessary college-preparatory courses and have the necessary academic skills to succeed in college, or (2) in Community Colleges so that they can make the transition to four-year colleges after completing their two-year college objectives.

(text continues on page 8)

TABLE 1 History of Postsecondary Equal Educational Opportunity Programs in California

Year	Events
1964:	The University of California established its Educational Opportunity Program, and the federal government established its Upward Bound and Talent Search programs -- two pre-college efforts to overcome deficiencies in secondary school counseling and to provide tutorial and enrichment services for junior high and senior high school students.
1969:	The California Legislature provided funds to the State Department of Education to establish Demonstration Programs in Reading and Mathematics to provide intensive instruction for low-achieving seventh, eighth, and ninth grade students in low-income areas. The Legislature provided support to the California State University and Colleges to establish the Educational Opportunity Program, a comprehensive effort providing access and support services for students from low-income backgrounds. The Legislature gave funds to the California Community Colleges to establish the Extended Opportunity Programs and Services, for a similar effort with their students. The federal government established Special Services for Disadvantaged Students to provide remedial and other special services to postsecondary-level students who were educationally or economically disadvantaged.
1970:	Private funds helped establish the MESA program (Mathematics, Engineering, Science Achievement) at Oakland Technical High School to increase the number of ethnic minority students who were academically prepared to enroll in mathematics and science-related disciplines in college.
1973:	The federal government established Educational Opportunity Centers in low-income neighborhoods to disseminate information on academic and financial assistance for college.
1974:	The Legislature adopted Assembly Concurrent Resolution 151 (1974), which requested the Regents of the University of California, the Trustees of the California State University and Colleges, and the Board of Governors of the California Community Colleges to prepare plans for "addressing and overcoming, by 1980, ethnic, economic, and sexual underrepresentation in the make-up of the student bodies of institutions of public higher education as compared to the general ethnic, economic, and sexual composition of recent California high school graduates."
1976:	The University of California established its Partnership Program to assist low-income and ethnic minority students in grades seven through nine to begin preparing themselves for college. (In 1981, it changed the name of this effort to Early Outreach Program).
1978:	The Legislature appropriated funds to help support MESA (established in 1970) and permit the California State University and Colleges to establish three pilot efforts to experiment with nontraditional outreach approaches to high school students. These pilot efforts were expanded in 1979, leading to the Core Student Affirmative Action Program in 1980.
1979:	The University of California established its Partners Program to provide continuing assistance to ninth- through eleventh-grade students served by the Partnership Program. (In 1981, the name of this effort was changed to the Early Outreach Program).

(continued)

TABLE 1 (continued)

Year	Events
1979 (cont.)	The Legislature provided funds to the University of California to establish the Academic Enrichment Program on four campuses, involving faculty working with secondary school students to improve their academic skills in specific disciplines. The Legislature funded the California Student Opportunity and Access Program (Cal-SOAP), involving five pilot interinstitutional projects to increase the enrollment of low-income students in postsecondary institutions through cooperation among all postsecondary institutions in a region.
1980:	The Core Student Affirmative Action Program was established on all 19 State University campuses to coordinate and expand, where necessary, existing services, resources, personnel, and policies in the areas of outreach, retention, and educational enhancement. The Legislature also provided support to the California Community Colleges for its Student Affirmative Action Transition and Internship Program, a pilot two-year effort to increase the transfer rate of low-income, ethnic minority students from two- to four-year institutions.
1981:	The University of California, Berkeley, initiated the Cooperative College Preparatory Program as a long-range cooperative effort between it and the Oakland School District to strengthen the District's secondary school mathematics programs and the District's capacity to prepare minority students for college.
1982:	The Legislature appropriated funds to establish the Minority Engineering Program on University of California and California State University campuses to increase the retention rate of ethnic minority students majoring in engineering. The Legislature also adopted legislation authorizing any school district to establish a University and College Opportunities Program targeted toward pupils from groups which are underrepresented in postsecondary education for the purpose of improving the academic preparation of these students at the elementary and secondary levels.
1983:	The Legislature called for this present plan and directed the California Postsecondary Education Commission to evaluate all postsecondary equal educational opportunity programs on a regular basis.
1984:	The Legislature adopted Assembly Concurrent Resolution 83, which requested the Regents of the University of California, the Trustees of the California State University, the Board of Governors of the California Community Colleges, the Association of Independent Colleges and Universities, the State Board of Education, and the Superintendent of Public Instruction to cooperatively adopt a plan with recommendations for specific actions to strengthen the college preparation of low-income and underrepresented ethnic minority students in junior and senior high school so that eligibility for, enrollment in, and graduation from postsecondary institutions will more adequately reflect the number of these students. The Legislature also funded the California Academic Partnership Program of cooperative projects by secondary schools and postsecondary institutions to improve the academic preparation provided by public secondary schools, with priority in funding given to schools with low college-going rates or with large concentrations of ethnic minority students.

Source: California Postsecondary Education Commission.

2. Informational Outreach: These programs seek either to (1) provide information about financial assistance and postsecondary alternatives generally in order to facilitate admission into college, or (2) provide information about a specific college in order to facilitate recruitment into that college.

3. Retention: These programs seek to strengthen the academic skills of students enrolled in college so that they can successfully complete their program in a timely fashion.

4. Comprehensive Services: These programs provide a broad spectrum of services, including outreach, orientation, admissions, and retention, in order to increase the number of target students who enroll in and graduate from college programs.

Table 2 on page 9 lists the 16 current programs under these four categories and indicates current funding levels for them.

SUCCESS OF THE PROGRAMS IN THE PAST

Despite the growth in California's commitment over the past 20 years to expanding educational opportunities for low-income and underrepresented ethnic minority students, these programs have been only partially successful in achieving the State's goals. With the exception of Asian students (including Filipinos), minority students tend to leave the educational system at a lower grade level than majority students, leading to their increasing underrepresentation at each progressive level (Figure 1, page 11). And while equal educational opportunity efforts have increased the numbers of minority students enrolling in postsecondary education during the past decade, the numbers graduating from college or completing their educational programs have not increased at a corresponding rate.

More specifically:

- Hispanic and Black students drop out of secondary school at a considerably higher rate than other ethnic groups. According to estimates of the State Department of Education, between grades 10 and 12 both Hispanic and Black students suffer a 30 percent attrition rate. Moreover, as Figure 1 illustrates, the dropout rate is even higher when attrition is considered over the entire time of schooling including graduation.

- Since Fall 1976, the proportion of Hispanic students in each segment of California postsecondary education has gradually increased. However, the rate of this increase has generally been slower than the rate of increase of Hispanic representation in the general population. Compared with the composition of recent high school graduates, Hispanic students are underrepresented in postsecondary enrollments and particularly in those institutions that award the bachelor's degree. During the same time, the proportion of Black students in the Community Colleges has increased, while the proportion and number of Black students in the State University has decreased, particularly at the graduate level. In the University

TABLE 2 Types and Public Funding of Equal Educational Opportunity Programs, 1984-85

Type of Program	Name of Program	1984-85 Budget
Developmental Outreach	University of California Early Outreach	$2,606,000(S)
	University of California Academic Enrichment	201,000(S)
	State Department of Education Demonstration Program in Reading and Mathematics	3,771,000(S)
	MESA (Pre-College Component)	741,000(S)
	Upward Bound	5,000,000(F)
	California State University Academic Partnership Program	1,000,000(S)
	Subtotal	$13,319,000
Informational Outreach	University of California Immediate Outreach	613,000(S)
	Student Aid Commission Cal-SOAP	482,000(S)
	Educational Opportunity Centers	1,200,000(F)
	Talent Search	500,000(F)
	Subtotal	$2,795,000
Retention Efforts	University of California Student Affirmative Action Support Services	1,363,000(S)
	MESA (College Component)	650,000(S)
	Special Services for Disadvantaged Students	3,000,000(F)
	Subtotal	$5,013,000
Comprehensive Service Efforts	University of California Educational Opportunity Program	2,400,000*
	California State University Core Student Affirmative Action	2,410,000(S)
	California State University Educational Opportunity Program**	7,318,000(S)
	Community College Extended Opportunity Programs and Services**	15,300,000(S)
	Subtotal	$27,428,000
Total		$48,555,000

*The University's EOP program is funded through student fees rather than through an allocation from the State General Fund.

**The funding level shown does not include funding appropriated for financial assistance grants for students.

Note: State-funded programs are indicated by (S) and federally funded programs are indicated by (F).

Source: California Postsecondary Education Commission.

of California, the number of Black undergraduate students has increased while the number and proportion of Black graduate students has decreased (see Table 3, page 12).

- Since 1975-76, the number and proportion of Hispanic students graduating from the State University and the University of California have increased at both the baccalaureate and master's degree levels. Through 1981-82, however, the number and proportion of Black graduates decreased at both degree levels, although in 1982-83, the number of Black graduates increased slightly. Compared with the composition of students enrolled in both public segments, Hispanic and Black graduates are underrepresented in the total headcount of baccalaureate and master's degree recipients (Table 4, pages 14-15).

The relatively limited progress in the expansion of educational opportunities for groups traditionally underrepresented in postsecondary education reflects the fact that such opportunities do not occur in isolation from changing economic conditions, social pressures, housing patterns, technological developments, and cultural conflicts -- all of which inhibit increases in the college-going rates of low-income and ethnic minority students. For example, factors such as poor housing and health conditions, high unemployment, and the absence of learning reinforcements in the home all mitigate the impact of educational opportunity efforts, and secondary schools and postsecondary institutions have little impact on these societal conditions. Nonetheless, a quality secondary school education and assistance from postsecondary institutions have a demonstrated impact in expanding postsecondary educational opportunities even though the desired level of participation and college completion have not been achieved. Greater efforts should be directed toward Hispanic and Black students, who have been traditionally underrepresented in postsecondary institutions, as well as toward California's increasingly large population of Indo-Chinese immigrants.

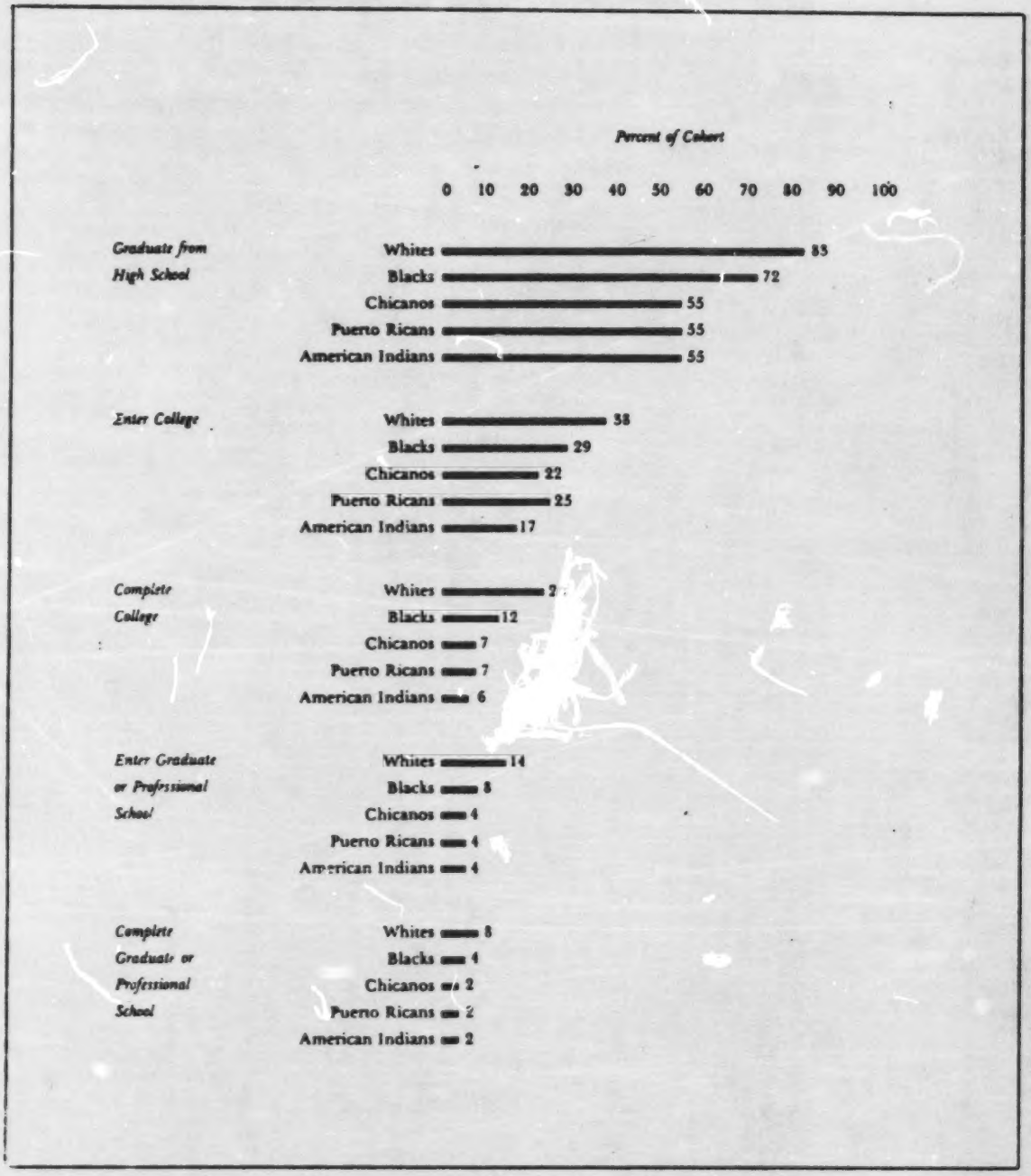
RECENT LEGISLATIVE AND SEGMENT INITIATIVES

In recent years, legislative concern for expanding the educational opportunities of low-income and ethnic minority students has been expressed in several ways:

- Supplemental Language in the 1982-83 Budget Bill directed the University of California to formulate a five-year student affirmative action plan. In response both to this request and an initiative from the University systemwide administration, the University completed a five-year plan in April 1983, including specific campus goals for the enrollment of underrepresented ethnic minority students.

- The State has funded the California Academic Partnership Program, initiated in Fall 1984, to improve the academic preparation for college of public secondary school students through cooperative secondary/postsecondary projects. Priority for funding of these projects will be given to schools with low college-going rates or with large concentrations of ethnic minority students.

FIGURE 1 The Educational Pipeline for Minorities



Source: Astin, 1982, p. 175.

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TABLE 3 Percentages of Various Ethnic Groups in Total Credit Headcount Enrollments of California's Segments of Higher Education, Fall 1976 Through Fall 1982

Segment	Fall 1976	Fall 1977	Fall 1978	Fall 1979	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Percent Increase/Decrease Fall 1976 to Fall 1983
CALIFORNIA COMMUNITY COLLEGES									
Number of Undergraduates (in thousands)	1,073	1,121	1,047	1,100	1,181	1,257	1,103		
% White	75.1	72.0	72.9	72.1	71.8	70.0	68.0	N/A	- 7.5%
% Black	9.0	10.4	9.8	9.6	9.2	9.2	9.7	N/A	+ 10.8
% Hispanic	10.0	10.6	10.4	11.1	11.0	12.0	12.5	N/A	+ 28.5
% Asian	4.2	4.5	5.0	5.8	6.4	7.1	8.2	N/A	+100.7
% Filipino	----------	----------	----------	----------	Included in Asian	----------	----------	----------	----------
% American Indian	1.7	1.4	1.5	1.4	1.5	1.7	1.7	N/A	+ 2.8
THE CALIFORNIA STATE UNIVERSITY									
Number of Undergraduates	233,862	239,895	238,260	240,884	246,845	251,554	251,137	253,721	
% White	76.4	75.5	72.6	72.3	72.1	70.6	70.5	70.3	- 0.01%
% Black	7.3	7.3	8.1	7.8	7.4	7.2	6.8	6.5	- 0.4
% Hispanic	7.9	8.2	9.0	9.3	9.5	9.4	9.5	9.7	+ 33.2
% Asian	6.6	6.9	7.6	7.8	8.1	8.7	9.4	10.1	+ 66.0
% Filipino	0.6	0.9	1.2	1.4	1.5	1.7	1.9	1.9	+243.6
% American Indian	1.3	1.3	1.4	1.4	1.3	2.5	1.9	1.5	+ 25.2
Number of Graduate Students	69,872	72,488	67,915	65,917	66,997	68,012	64,677	60,179	
% White	80.7	80.5	78.5	77.9	77.7	76.2	76.4	76.6	- 18.3%
% Black	5.2	5.3	5.8	5.6	5.5	5.7	5.2	4.8	- 20.5
% Hispanic	5.7	6.0	6.7	7.4	7.8	7.6	7.8	7.6	+ 14.8
% Asian	6.8	6.5	7.0	7.1	7.0	7.3	8.0	8.9	+ 12.7
% Filipino	0.3	0.5	0.7	0.8	0.8	0.8	0.8	0.8	+ 1.3
% American Indian	1.2	1.1	1.2	1.2	1.2	2.4	1.8	1.3	- 6.7
UNIVERSITY OF CALIFORNIA									
Number of Undergraduates	91,520	89,908	90,961	93,923	96,564	98,956	100,751	103,362	
% White	79.6	78.5	78.0	77.1	76.2	75.2	74.0	72.5	+ 8.4%
% Black	4.1	4.1	4.0	3.9	3.9	3.9	3.9	4.1	+ 18.5
% Hispanic	5.3	5.5	5.6	5.7	5.7	5.9	6.0	6.5	+ 44.6
% Asian	9.6	10.4	10.9	11.5	12.3	12.8	13.5	14.3	+ 76.6
% Filipino	0.8	0.9	1.1	1.2	1.5	1.7	2.0	2.3	+127.1
% American Indian	0.5	0.6	0.6	0.5	0.5	0.5	0.5	0.5	+ 13.7
Number of Graduate Students	37,128	36,567	36,920	37,933	38,719	39,770	38,387	37,951	
% White	82.7	82.6	82.7	82.1	80.7	81.2	79.7	79.2	- 9.5%
% Black	4.4	4.3	4.0	3.9	3.9	3.7	3.8	3.8	- 19.5
% Hispanic	5.3	5.4	5.3	5.6	5.7	5.7	6.4	6.4	+ 13.7
% Asian	6.6	6.8	7.0	7.4	8.6	8.2	9.0	9.5	+ 36.2
% Filipino	0.4	0.4	0.4	0.4	0.5	0.5	0.5	0.6	+ 43.0
% American Indian	0.6	0.5	0.5	0.5	0.5	0.6	0.6	0.9	+ 10.2

Numbers may not total 100 percent due to rounding error.

Source: California Postsecondary Education Commission.

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- The State has expanded funding for the California Student Opportunity and Access Program as of Fall 1984. As a consequence there are now six intersegmental projects established throughout the State to increase the availability of information for low-income and ethnic minority students on the existence of postsecondary opportunities.

- This past July, the Legislature adopted Assembly Concurrent Resolution 83, directing the three public segments of postsecondary education as well as representatives of both the State Board of Education and the Superintendent of Public Instruction to work cooperatively through a task force chaired by the Director of the California Postsecondary Education Commission to develop a comprehensive plan to (1) significantly strengthen the college preparation of low-income and underrepresented ethnic minority students in junior and senior high schools so that the income and ethnic composition of secondary school graduates eligible for admission to public four-year colleges is at least equal to the income and ethnic distribution of secondary school graduates generally, and (2) sufficiently expand and reorganize the necessary academic and support services at public two- and four-year colleges and universities so that the income and ethnic composition of baccalaureate-degree recipients from California colleges and universities is at least equal to the income and ethnic composition of secondary school graduates five years previous.

- This past spring, leaders of California's ethnic, educational, and business communities created the Achievement Council to improve the academic achievement of poor and minority students in California's schools and colleges. An initial report from the Planning Committee for the Council, Excellence for Whom, describes a number of schools, programs, and practices that have proven successful in improving achievement among these students and presents recommendations for methods to expand this success statewide. The Council has initiated efforts to secure funding from private sources for future activities in advocating, monitoring, and planning achievement efforts such as these.

- Last May, Chancellor Reynolds of the California State University appointed a Commission on Hispanic Underrepresentation to develop recommendations to increase the proportion of Hispanics who complete baccalaureate programs in the State University. That Commission issued its first report in September, including 35 recommendations in response to the Chancellor's request (Arciniega and Bess, 1984). During the 1985-86 budget hearings, the State University will seek funding to implement many of these recommendations.

- In September, President Gardner of the University of California proposed four "Academic Affirmative Action Initiatives" to the Regents in order to improve high school and Community College students' preparation for University work -- initiatives dealing with curriculum models and instructional strategies, diagnostic examinations in English and mathematics, Community College transfer activities, and a University-School Academic Partnership. These proposals will be implemented during 1985-86 if the Regents' funding request of $3.59 million for them is approved by the Legislature and Governor.

TABLE 4 Degrees Conferred by Ethnicity, California State University

		Total Degrees Awarded	Non-Resident Alien	American Indian/ Alaskan Native	
				N	%
CALIFORNIA STATE UNIVERSITY					
Bachelor's Degrees	1975-76	44,598	1,078	513	1.4
	1976-77	43,291	964	390	1.1
	1977-78	43,465	979	408	1.2
	1978-79	41,842	1,722	417	1.2
	1979-80	42,122	1,967	370	1.1
	1980-81	41,993	2,372	417	1.3
	1981-82	43,711	2,374	444	1.3
Master's Degrees	1975-76	10,087	398	73	1.1
	1976-77	9,944	376	69	1.1
	1977-78	10,150	403	76	1.1
	1978-79	9,701	878	84	1.3
	1979-80	9,732	977	79	1.1
	1980-81	9,545	1,112	79	1.2
	1981-82	9,755	1,123	107	1.6
UNIVERSITY OF CALIFORNIA					
Bachelor's Degrees	1975-76	20,954	464	83	0.4
	1976-77	20,878	383	91	0.5
	1977-78	20,187	367	91	0.5
	1978-79	19,811	388	90	0.5
	1979-80	19,989	419	91	0.5
	1980-81	19,733	413	100	0.6
	1981-82	20,229	468	82	0.5
Master's Degrees	1975-76	6,009	843	24	0.5
	1976-77	5,963	863	27	0.6
	1977-78	5,602	828	25	0.6
	1978-79	5,315	781	26	0.7
	1979-80	5,665	902	31	0.7
	1980-81	5,569	803	24	0.7
	1981-82	5,979	1,062	22	0.5
Doctoral Degrees	1975-76	2,068	354	1	0.0
	1976-77	1,983	332	10	0.8
	1977-78	1,890	313	5	0.4
	1978-79	1,914	285	5	0.4
	1979-80	2,030	321	3	0.2
	1980-81	2,111	246	6	0.5
	1981-82	1,983	300	5	0.4
First Professional Degrees	1975-76	1,681	22	10	0.7
	1976-77	1,714	25	14	0.9
	1977-78	1,724	12	11	0.7
	1978-79	1,760	12	7	0.4
	1979-80	1,832	2	8	0.5
	1980-81	1,781	10	6	0.4

*Asian/Pacific Islander totals for 1981-82 include data for Filipino degree recipients.

and University of California, 1975-76 to 1981-82

Asian/ Pacific Islander		Filipino		Black		Hispanic		White	
N	%	N	%	N	%*	N	%	N	%
2,107	5.9	67	0.2	1,766	5.0	2,063	5.8	28,981	81.6
2,043	6.0	124	0.4	1,645	4.8	1,936	5.7	28,003	82.0
2,122	6.2	160	0.5	1,656	4.8	2,150	6.3	27,847	81.0
2,208	6.6	271	0.8	1,752	5.2	2,171	6.5	26,740	79.7
2,293	6.8	388	1.2	1,767	5.3	2,305	6.9	26,326	78.7
2,398	7.5	409	1.3	1,689	5.3	2,309	7.2	24,699	77.3
3,047	9.1*			1,715	5.1	2,473	7.4	25,766	77.1
372	5.4	6	0.0	417	6.1	292	4.3	5,705	83.1
395	6.2	20	0.3	353	5.6	317	5.0	5,185	81.8
373	5.5	25	0.4	374	5.5	327	4.8	5,583	82.6
387	5.8	57	0.9	345	5.2	344	5.2	5,430	81.7
414	6.1	110	1.6	290	4.3	378	5.6	5,514	81.3
404	6.2*	71	1.1	330	5.1	366	5.6	5,240	80.7
486	7.3			345	5.2	387	5.8	5,314	80.1
1,640	8.6	97	0.5	677	3.5	632	3.3	15,952	83.6
1,621	8.6	110	0.6	646	3.4	627	3.3	15,839	83.6
1,687	9.3	103	0.6	567	3.1	628	3.5	15,033	83.0
1,765	10.1	135	0.8	522	3.0	592	3.4	14,374	82.2
1,865	10.5	137	0.8	533	3.0	856	4.8	14,283	80.4
1,953	11.8	134	0.8	469	2.8	799	4.8	13,077	79.1
2,293	12.8*			447	2.5	828	4.6	14,217	79.6
246	5.4	12	0.3	224	4.9	136	3.0	3,948	86.0
305	6.6	11	0.2	182	3.9	144	3.1	3,941	85.5
277	6.5	10	0.2	166	3.9	121	2.8	3,673	86.0
287	7.3	15	0.4	122	3.1	118	3.0	3,364	85.6
282	6.6	20	0.5	130	3.0	199	4.6	3,632	84.6
297	8.1	12	0.3	110	3.0	174	4.8	3,040	83.1
368	9.0*			121	2.9	193	4.7	3,407	82.9
56	4.1	0	0.0	39	2.9	16	1.2	1,246	91.8
39	3.0	0	0.0	50	3.8	34	2.6	1,177	89.8
58	4.3	2	0.1	36	2.6	27	2.0	1,232	90.6
57	4.5	0	0.0	36	2.8	27	2.1	1,150	90.2
83	5.9	0	0.0	36	2.5	41	2.9	1,245	88.4
79	7.2	2	0.2	40	3.6	19	1.7	954	86.7
103	8.0*			34	2.6	45	3.5	1,102	85.2
140	9.1	8	0.5	88	5.7	109	7.1	1,183	76.9
140	9.0	8	0.5	96	6.1	94	6.0	1,209	77.5
161	10.2	13	0.8	102	6.4	112	7.1	1,186	74.8
150	9.3	18	1.1	106	6.6	115	7.1	1,220	75.5
157	9.2	12	0.7	114	6.6	159	9.3	1,248	72.8
174	11.1	10	0.6	102	6.5	112	7.2	1,158	74.1

Source: California Postsecondary Education Commission.

In sum, progress is being made in increasing the numbers of low-income and minority students who enroll in college, and California's equal educational opportunity programs are playing an important role in this progress. The task of expanding educational opportunities to all ethnic and income groups has not been completed, however, and new approaches are necessary if greater success is to be achieved in the future. The Legislature's request for this present plan provides the opportunity to renew existing efforts while moving in new directions as needed.

CONCURRENT ACTIVITIES

During the next year, representatives of all segments of public education will be working with Commission staff to develop a plan to increase the enrollment and graduation of low-income and traditionally underrepresented ethnic minority students in postsecondary education, as requested by Assembly Concurrent Resolution 83. That plan, stemming from a comprehensive examination of all factors that affect the movement of students through secondary, undergraduate, and graduate education, can be expected to build upon material presented in this document.

TWO

ACADEMIC PREPARATION FOR COLLEGE

The Legislature has directed that "secondary schools should have the leadership role in preparing secondary school students for college" and that "supplementary services for low-income and ethnic minority students should be provided cooperatively by secondary and postsecondary institutions." This legislative policy reflects the shared responsibilities of secondary and postsecondary institutions. The secondary schools have an obligation to prepare students for college. The colleges and universities have an obligation to help serve all college-bound students and, in pursuing that responsibility, give priority to increasing the representation of low-income and ethnic minority students.

Efforts to implement this policy must face the fact that many schools in low-income communities have severe limitations in their ability to offer a comprehensive college-preparatory curriculum of high quality:

- Some schools are unable to offer the full range of college preparatory courses. A 1983 survey of California public high schools by the Postsecondary Education Commission indicated that 17 percent of the 668 schools that responded to the survey offer insufficient classes in one or more of these "A-F" course areas to meet student demand, although many of these schools provide opportunities for students to enroll in these courses through alternative arrangements. These schools are located in both urban and rural areas, and their graduates tended to include a somewhat higher proportion of Hispanic students than the overall sample of schools statewide (California Postsecondary Education Commission, January 1984, p. 6).

- An insufficient number of trained teachers in some college-preparatory subjects such as mathematics has resulted in the use of inadequately trained teachers in these fields of study.

- As a result of funding reductions, schools have had to cut back counseling services, and many schools are unable to offer a full range of college and career counseling.

In response to these and other problems, the Legislature passed and Governor Deukmejian signed the Hart-Hughes Educational Reform Act of 1983 (SB 813) in order to fund a comprehensive effort to improve public education in California. This legislation has:

- increased financing for schools by providing full statutory funding for instructional materials through the eighth grade, and, for the first time, State dollars for instructional materials for grades nine through twelve;

- established new curricular and support programs, including mini-grants of up to $2,000 for teachers to use in making curricular or instructional

changes, fiscal incentives for high schools that improve aggregate test scores, and funding to provide academic and career counseling for tenth-grade students;

- enhanced the authority of local school boards to recruit, retain, and evaluate administrators and teachers;

- strengthened school authority over student discipline by allowing schools to fail students for excessive absences, and suspend or expel them for serious violations;

- established course requirements for high school graduation and mandated that all students have available to them in high school the courses necessary to meet the University's A-F admissions requirements;

- provided fiscal incentives to districts to lengthen their school year to 180 days and their instruction time per day; and

- improved retraining opportunities for current teachers and increased fiscal incentives to attract and retain capable new teachers by bringing new teacher salaries up to a minimum of $18,000.

These changes and others are needed to increase substantially the number of low-income and ethnic minority students who graduate from secondary school academically prepared for successful collegiate work. This increase cannot be accomplished by merely introducing difficult courses, grading students strictly on tough examinations, and raising graduation requirements. In many schools, teachers and administrators have all they can do to maintain existing programs. Initiating fundamental change will require a combination of time, the reorganization and redistribution of internal resources, the application of additional resources, and provision of additional training for current staff.

COMPONENTS OF A SUCCESSFUL COLLEGE-PREPARATORY PROGRAM

The key elements in a fully successful college preparatory program on the secondary school level include the following:

- the availability of college-preparatory courses for all students who want to enroll in them;

- a strong curriculum in each of these courses so that as students complete a sequence of study they master the core academic concepts within a given discipline;

- qualified teachers in each of the college-preparatory courses who have the expertise and background necessary to teach the concepts to all students who enroll in the class;

- academic counseling services to advise the student about the proper sequence of college-preparatory courses initiated in the eighth grade and continued through the twelfth grade;

- career planning services to advise the student about the linkage between academic studies and their career and occupational interests;

- motivational support for the student about his or her potential to succeed in academic studies in both high school and college;

- counseling services to advise the student about the availability of financial assistance for postsecondary studies;

- counseling services to advise the student about the full range of postsecondary alternatives and to assist him or her in making choices among these alternatives;

- tutorial services to assist the student who is having academic difficulty in college-preparatory courses; and

- parental involvement in the student's college-preparatory efforts, providing encouragement and assistance as the student moves through secondary education.

Cooperative efforts by the secondary and postsecondary institutions to implement the Legislature's policy for equal educational opportunity programs should include an emphasis on these ten elements as a means to increase the numbers of underrepresented ethnic-minority students who successfully move from secondary to postsecondary studies. These efforts should build on the leadership activities of the State Department of Education, as provided through SB 813, which have included the development of model curriculum standards by the Department, the adoption of model graduation requirements by the State Board of Education, and the expansion of the Department's school accountability program, which includes school profiles and quality indicators.

PRINCIPLES AND RECOMMENDATIONS

Effective implementation of the Legislature's policy regarding both (1) the leadership role of the schools in preparing students for college and (2) the need for cooperative efforts by secondary and postsecondary institutions in the provision of supplementary services is based on the following principles and related recommendations.

Legislative Policy 1: Secondary Schools Should Have the Leadership Role in Preparing Secondary School Students for College

PRINCIPLE 1: As directed in the Hart-Hughes Educational Reform Act of 1983, each secondary school has the responsibility to prepare its students for

postsecondary study, and schools should be held accountable for their record in carrying out this responsibility.

RECOMMENDATION 1: Within the next year, the Superintendent of Public Instruction and the State Board of Education should adopt (1) specific policy statements to reaffirm that one of the major responsibilities of all secondary schools is to prepare students adequately for college, and (2) criteria by which secondary schools will be held accountable for increasing the number of students who are academically prepared for college, especially students from underrepresented backgrounds. The Superintendent should annually report on the record of each secondary school in meeting these criteria, particularly identifying those schools in low-income communities which are successful in graduating a large number of students eligible for the University and the State University.

PRINCIPLE 2: Secondary schools should be recognized and rewarded for demonstrating a commitment to and success with efforts to increase the graduation and college-going rates of low-income and underrepresented ethnic minority students and for utilizing existing local or categorical aid programs to support this effort. Federal and state funding for compensatory education programs should include incentives for schools to improve student academic performance.

RECOMMENDATION 2: The State Department of Education should (1) review the current provisions of the State-funded Compensatory Education Program to identify any disincentives in the funding mechanism for schools to improve the academic performance of their students, and (2) make recommendations, if necessary, to strenghten the incentives for schools to utilize these funds in improving the graduation rates of their students.

PRINCIPLE 3: Each secondary school has the responsibility to identify (1) the strengths and weaknesses of its existing academic program, (2) any limitations in providing a full range of college-preparatory services, and (3) the kinds of activities and resources needed to respond to these limitations.

RECOMMENDATION 3: The State Department of Education should facilitate the activity of the secondary schools in assessing and strengthening their existing academic programs by (1) distributing information about alternative methods to utilize existing categorical aid programs for college-preparatory programs, (2) encouraging and adequately supporting existing successful secondary school college-preparatory programs targeted toward pupils from groups which are underrepresented in institutions of postsecondary education, and (3) monitoring the existing University and College Opportunities Program established by schools and school districts utilizing the provisions of SB 968 (Statutes of 1982, Chapter 1298).

PRINCIPLE 4: Mastery of core academic concepts and curriculum on the secondary-school level is critical to future academic success in college.

RECOMMENDATION 4: Equal educational opportunity efforts on the secondary-school level should give primary emphasis to strengthening the academic preparation of low-income and ethnic minority students as a means of increasing the numbers who graduate from high school and both enroll in and succeed in college. School districts and secondary schools should form partnerships with postsecondary institutions so that faculty from both types of institutions can work together to develop comprehensive new curriculum and instructional models and improve the academic and teaching skills of secondary school staff. These partnerships should be based on direct working relationships among teachers and administrators on both the secondary and postsecondary levels.

Legislative Policy 2: Supplementary Services for Secondary School Students Should Be Provided Cooperatively by Secondary and Postsecondary Institutions

PRINCIPLE 5: While the secondary schools have the leadership role in preparing students for college, cooperative involvement by secondary and postsecondary educators is required to improve college-preparatory programs. Postsecondary institutions have the responsibility to work cooperatively with secondary schools in providing the kinds of activities and resources needed by secondary school students to prepare them academically for college through appropriately oriented and funded postsecondary equal educational opportunity programs.

RECOMMENDATION 5: Postsecondary outreach programs that provide supplementary services such as tutoring and academic skills building should include formal cooperative working relationships with secondary school officials, so that these officials have a direct voice in planning and assessing the services that are provided in the school and so that these services are linked with comprehensive efforts to improve the college-preparatory curriculum, even if this means adjusting or restructuring the existing postsecondary equal educational opportunity programs.

PRINCIPLE 6: Parental involvement and support is a critical element in the academic success of students at both the secondary and postsecondary levels. The parents of many low-income and ethnic minority students would benefit from assistance in working with their children to develop positive attitudes about school and the importance of enrolling in college-preparatory courses.

RECOMMENDATION 6: All existing and any new equal educational opportunity outreach programs should implement strategies to assist parents of low-income and ethnic minority students to encourage their children to (1) develop early positive attitudes about school and college attendance, (2) enroll in college-preparatory courses of study, (3) utilize tutorial and other academic assistance as needed, and (4) acquire financial assistance needed for postsecondary enrollment.

PRINCIPLE 7: Representatives of the private sector can play an important role in enhancing the college-preparatory curriculum by providing career awareness experiences for the students.

RECOMMENDATION 7: Secondary schools, aided by postsecondary equal opportunity programs, should develop cooperative partnerships with business, industry, and professional associations so that the various resources from the private sector can be utilized to improve career awareness and financial support for low-income and ethnic minority students enrolled in college-preparatory programs.

PRINCIPLE 8: Postsecondary institutions can provide important assistance to secondary schools in the improvement of college-preparatory programs through (1) teacher-education programs for new and current secondary school teachers and administrators, (2) counselor-training programs for new and current secondary school counselors, (3) in-service training programs for secondary school administrators, and (4) research on various education issues concerning factors that affect the movement of underrepresented ethnic minority students through secondary and postsecondary institutions.

RECOMMENDATION 8A: Postsecondary institutions, particularly the California State University, have the responsibility to reassess the effectiveness of their teacher-education and counselor-training programs in preparing individuals to teach and counsel students from various ethnic and low-income backgrounds. A panel of educators with expertise in multicultural education, including representatives of secondary schools with high minority enrollments, should be convened within the next year by the State University to review existing programs and present any recommendations for improvement as may be needed.

RECOMMENDATION 8B: Postsecondary institutions, particularly the California State University, have the responsibility to assess the effectiveness of existing in-service training programs for secondary school administrators in preparing them to implement and maintain strong college-preparatory programs in schools with students from various ethnic and low-income backgrounds. Existing efforts should be supplemented with an expanded in-service program for junior and senior high school administrators from schools and districts in the lower quartile of academic achievement.

RECOMMENDATION 8C: Postsecondary institutions, particularly the University of California, have the responsibility to conduct research which will expand our understanding of factors and strategies which promote the educational achievements of students from various ethnic, racial, linguistic, and low-income backgrounds. Representatives of the Postsecondary Education Commission, the State Department of Education, and the various segments of secondary and postsecondary education should meet within the next year to inventory existing and on-going research on such topics and identify any important topics that merit further research.

PRINCIPLE 9: College entrance examinations provide helpful information for (1) identifying student educational plans, career plans, and achievement levels and (2) assisting undecided students in choosing an academic major and career.

RECOMMENDATION 9: Representatives of the State Department of Education and the public segments of postsecondary education should meet with representatives of the major testing agencies (the American College Testing Program and the College Board) to determine how these tests reflect the core curriculum of the secondary schools, to identify (1) the kinds of student data that are now being gathered by the testing agencies and (2) how these data can be used by secondary and postsecondary educators to assist students, and to agree on a reporting schedule for the testing agencies to use in making these data available to the educational institutions.

THREE

POSTSECONDARY OUTREACH SERVICES

The Legislature has stated that "the goal of developmental and informational outreach programs is to increase the enrollment of underrepresented students in each segment of postsecondary education, instead of at individual campuses" and that "informational outreach services should involve active and coordinated efforts by secondary and postsecondary educators, working through regional intersegmental organizations wherever possible." All public colleges and universities in California now offer informational outreach services for high school students in order to inform them both about postsecondary education in general and about specific campus program options and details about admission and registration, in particular. These institutions offer outreach for several purposes, including increasing their own enrollment of low-income and underrepresented ethnic minority students.

As colleges and universities have expanded their outreach services, concern has been expressed that these services may result in wasteful duplication of effort. In response, the California Round Table on Educational Opportunity adopted a Statement on Coordination and Cooperation in Outreach Programs in December 1981, in which its members acknowledged "a common responsibility to coordinate our individual efforts in order to avoid wasteful duplication of effort and to cooperate in joint efforts to enhance program effectiveness." They also endorsed the following set of principles and guidelines to assure coordination and promote cooperation in outreach programs (p. 1):

1. Those involved in the provision of outreach services should be aware of the array of services available from all providers.

    a. For each service site or locale, one individual or office should be identified as a clearinghouse for information about outreach services at that site.

    b. Each postsecondary provider should identify one individual or office to coordinate its outreach activities with those of other providers.

2. Joint cooperative efforts that extend the resources of the providers involved are to be encouraged. Particular attention should be given in the allocation of new and existing resources to projects and programs which entail cooperation among institutions, segments, and sectors.

    a. The individual or office responsible for coordinating outreach services at a particular service site or locale should assure that the potential for cooperation among providers of a particular service or set of services is fully exploited.

    b. Within each segment and institution, allocation and use of funds for postsecondary outreach activities should encourage

projects and programs that entail joint cooperative action among institutions, segments, and sectors.

After studying the same problem, the California Postsecondary Education Commission concluded (1980, p. 221):

> Formal cooperative efforts among postsecondary institutions from different segments can be most effective in the coordination of outreach efforts. Such intersegmental efforts are desirable in the following areas:
>
> - Programs to motivate junior and senior high school students to attend college.
> - Programs to improve the academic preparation of junior and senior high school students.
> - Programs to motivate junior and senior high school students to pursue professions in which minorities are underrepresented.
> - Programs to provide information about educational alternatives for adults not enrolled in an educational institution.
> - Programs to utilize community and church groups and the media (particularly television and radio) to motivate minority children, and their parents, to prepare for college.

Based on this conclusion, the Commission recommended that in providing outreach services, postsecondary institutions should wherever possible "develop and/or expand regional intersegmental cooperative efforts."

Despite such recognition of the need for improved coordination of informational outreach services, the only State-funded effort that emphasizes interinstitutional coordination of outreach services is the California Student Opportunity and Access Program (Cal-SOAP) with an annual budget of approximately $425,000. The experimental phase of Cal-SOAP from Fall 1979 through June 1984 demonstrated that such coordination provides substantial benefits, both by enhancing the services provided to students and reducing the duplication of effort by colleges and universities. It also demonstrated, however, that effective interinstitutional efforts are difficult to establish and that not all efforts will be successful. Regional cooperative efforts such as the Cal-SOAP projects, seem to function most effectively when (1) secondary school staff lead the coordination of the programs, and (2)they work with and facilitate the operation of existing postsecondary programs. The Legislature has provided growing support for Cal-SOAP so that its number of projects could be expanded to six in Fall 1984, while narrowing the range of projects to those that include these two critical features. This State-funded effort has been supplemented by formal and informal associations initiated by some postsecondary institutions without special State funding to address issues of coordination, duplication, and improved delivery of services.

PRINCIPLES AND RECOMMENDATIONS

Effective implementation of the Legislature's policy regarding the goals and methods of providing outreach services requires the following principles and related recommendations:

Legislative Policy 3: Informational Outreach Services Involve Active and Coordinated Efforts by Secondary and Postsecondary Educators, Working Through Regional Intersegmental Organizations Wherever Possible

PRINCIPLE 10: Regional intersegmental efforts are a mechanism for coordinating outreach efforts, and secondary and postsecondary institutions have the responsibility to consider seriously their development, while recognizing that they may not work in all places, and that they are not a substitute for individual institutional efforts.

RECOMMENDATION 10: Priority in State funding for postsecondary outreach programs should be given to those programs which include regional intersegmental coordination as a primary component of the outreach effort.

PRINCIPLE 11: Postsecondary institutions have the responsibility to provide coordinated outreach services to secondary school students.

RECOMMENDATION 11A: The statewide offices of the University of California, the California State University, and the California Community Colleges should encourage and support further campus participation in formal interinstitutional outreach projects. The University of California has taken leadership in this effort, voluntarily providing strong annual financial support to existing regional projects. The systemwide offices of the other two postsecondary segments should initiate a similar financial commitment to interinstitutional efforts.

RECOMMENDATION 11B: Each public college and university campus should designate one individual or one office as responsible for coordinating all of its outreach activities, and each secondary school should designate one certificated individual as responsible for coordinating all postsecondary outreach services at the school site. Beginning in the 1985-86 academic year, the State Department of Education and the Postsecondary Education Commission should annually publish this information to facilitate the coordination of outreach services throughout the State.

Legislative Policy 4: The Goal of Outreach Programs Is to Increase the Enrollment of Underrepresented Students in Each Segment of Postsecondary Education, Instead of at Individual Campuses

PRINCIPLE 12: The primary purpose of informational outreach programs is to provide students with facts about the full range of postsecondary alternatives so that students can make informed decisions about where they want to enroll for postsecondary study. Informational outreach programs should be utilized to increase enrollments of underrepresented ethnic minority students in each segment of postsecondary education.

RECOMMENDATION 12: Priority in State funding for information outreach programs should be given to those programs that have the primary purpose of increasing the enrollments of underrepresented students in each segment of postsecondary education rather than at an individual campus.

FOUR

EVALUATION OF POSTSECONDARY EQUAL EDUCATIONAL OPPORTUNITY PROGRAMS

The Legislature has directed the California Postsecondary Education Commission to "evaluate all postsecondary equal educational opportunity programs on a regular basis" and report annually on the extent to which the Legislature's policies on equal educational opportunity programs are being followed. To implement this policy the following principles and recommendations are presented:

PRINCIPLES AND RECOMMENDATIONS

PRINCIPLE 13: Research and evaluation are essential elements in promoting the successful implementation of equal educational opportunity programs on both the secondary and postsecondary levels.

RECOMMENDATION 13: The purposes of these evaluations should be to:

- Improve the effectiveness of all State-funded programs;
- Identify those programs that are particularly successful in achieving their objectives so that available funding can be directed to them;
- Identify those strategies that are particularly successful so that other programs might adopt similar practices;
- Identify those segments and campuses that are successful in graduating significant numbers of ethnic minority students who are traditionally underrepresented in postsecondary education;
- Identify those campuses that demonstrate only limited success in enrolling and graduating ethnic minority students who are traditionally underrepresented in postsecondary education; and
- Assess the extent to which the Legislature's policies for equal educational opportunity programs are being implemented.

PRINCIPLE 14: The most effective method to provide consistent data and analyses of equal educational opportunity efforts is to conduct research across segments utilizing a common evaluation framework.

RECOMMENDATION 14: To achieve these purposes, equal educational opportunity efforts at programmatic, segmental, and statewide levels should be evaluated periodically.

- On the programmatic level, an assessment should be made of (1) the appropriateness of the program's objectives for achieving the goals of the statewide educational opportunity effort, (2) the extent to which the program has achieved its specific objectives, and (3) the actions that might be taken to improve the operation of the program. Table 5 below lists these programs by segment.

- On the segmental level, an assessment should be made of the extent to which the segment has (1) been successful in increasing the program completion and graduation rates of low-income and ethnic minority students and (2) demonstrated a commitment to achieving the goals of equal educational opportunity efforts.

- On the statewide level, an assessment should be made of changes in (1) the number and proportion of ethnic minority students who graduate from high school and achieve eligibility for University and State University admission, and (2) enrollment and graduation rates for ethnic minority students in specific disciplines as well as in postsecondary institutions generally. In addition, an identification should be made of any new strategies needed to achieve the goals of equal educational opportunity or existing startegies that appear ineffective.

TABLE 5 Postsecondary Equal Educational Opportunity Programs to be Reviewed by the California Postsecondary Education Commission

University of California:

Early Outreach Program
Academic Enrichment Program
Immediate Outreach Program
Educational Opportunity Program
Student Affirmative Action Support Services

California State University:

Educational Opportunity Program (EOP)
Core Student Affirmative Action Program

California Community Colleges:

Extended Opportunity Programs and Services (EOPS)

Multi-Segment Programs:

California Student Opportunity and Access Program (Cal-SOAP)
Mathematics, Engineering, Science Achievement Program (MESA)
Minority Engineering Program
California Academic Partnership Program

PRINCIPLE 15: The Legislature's assignment of statewide evaluative responsibilities to the Commission is based on the assumption that the segments and their program offices have their own evaluation responsibilities, as they continue to share responsibility with the Commission in identifying actions needed to improve the operation of their programs and in evaluating campus performance in expanding the enrollment and graduation rates of ethnic minority students.

RECOMMENDATION 15: The systemwide offices of the three public segments of postsecondary education should report annually to the Legislature campus data regarding program completion and graduation rates for ethnic minority students who are traditionally underrepresented in postsecondary education. The State Department of Education should report biennially to the Legislature school data regarding dropout and graduation rates for ethnic minority students in all public secondary schools.

PRINCIPLE 16: While evaluation and research are important components of all equal educational opportunity programs, changing and excessive data collection demands reduce the ability of program administrators to provide needed services to students.

RECOMMENDATION 16: During the next 12 months, representatives of the Commission, the systemwide offices, and the campuses should reach agreement on the specific data to be gathered for evaluation purposes, with the understanding that these data elements will remain constant for at least five years. If existing programs are consolidated or modified in the future, the Commission should continue to monitor those that maintain a priority on expanding educational opportunity for underrepresented ethnic minority students.

PRINCIPLE 17: Periodic and scheduled reviews of all postsecondary equal educational opportunity programs will facilitate legislative oversight of these programs and provide a mechanism to determine if the legislative policies are being implemented.

RECOMMENDATION 17: In complying with the legislative mandate that the Commission evaluate all existing programs, the following schedule shall be utilized (some modification may be needed in this schedule as the intersegmental response to ACR 83 is prepared):

- As directed by the Legislature, an annual report will be made on the extent to which legislative policies are being implemented and identifying those areas where new strategies are needed or existing strategies are unnecessary (see Table 6 on pages 33-35).

- A biennial report will be issued that evaluates institutional efforts and identifies those postsecondary institutions that have been successful in increasing their graduation rates or are demonstrating a significant commitment to achieving the goals of equal educational opportunity.

- Every four years, a review will be made of all equal educational opportunity programs utilizing data gathered by the Systemwide Offices based on an evaluation framework developed cooperatively by Commission and systemwide office staff. The proposed schedule for this series of reports is listed as follows. In addition, reports should be presented periodically on other equal educational opportunity efforts that contribute to the statewide effort and warrant wider publicity.

Program	Next Review	Subsequent Review
Programs with a Legislatively Mandated Evaluation Schedule:		
California Student Opportunity and Access Program	Winter 1987	Every Third Year
California Academic Partnership Program	Progress Report, January 1986 Evaluation, January 1988	Every Fourth Year
Programs with No Specific Legislatively Mandated Schedule:		
University of California Outreach Programs	Summer 1986	Every Fourth Year
University of California Support Services	Summer 1986	Every Fourth Year
State University EOP	Summer 1987	Every Fourth Year
State University Core Student Affirmative Action	Summer 1985	Every Fourth Year
Community College EOPS	Summer 1987	Every Fourth Year
MESA	Summer 1988	Every Fourth Year
Minority Engineering Program	Summer 1988	Every Fourth Year

PRINCIPLE 18: Comprehensive in-depth, external reviews of the several equal educational opportunity programs are an effective mechanism to improve the operation of these programs and identify those components that are particularly successful.

RECOMMENDATION 18: The Legislature should provide sufficient funding and support to conduct periodic external comprehensive evaluations of each postsecondary equal educational opportunity program, with the evaluations including extensive on-site visits and interviews with students and staff knowledgeable about the program and the institutional context within which the program operates.

TABLE 6 Summary of Plan to Implement Legislative Policy on Postsecondary Equal Educational Opportunity Programs

Item	Text
Legislative Policy 1: Secondary Schools Should Have the Leadership Role in Preparing Secondary School Students for College	
Principle 1	As directed in the Hughes-Hart Educational Reform Act of 1983, each secondary school has the responsibility to prepare students for postsecondary study, and schools should be held accountable for their record in carrying out this responsibility (pp. 19-20).
Recommendation	The Superintendent of Public Instruction and the State Board of Education should adopt (1) specific policy statements to reaffirm that one of the major responsibilities of all secondary schools is to prepare students adequately for college and (2) criteria by which secondary schools will be held accountable for increasing the number of students who are academically prepared for college, especially students from underrepresented backgrounds. The Superintendent should annually report on the record of each secondary school in meeting these criteria, particularly identifying those schools in low-income communities that are successful in graduating a large number of students eligible for the University and the State University (p. 20).
Implementation and Monitoring	Within the next year, this recommendation should be implemented, so that beginning in 1986-87 the Superintendent can provide annual reports to the Legislature on the record of the secondary schools in this area. The Commission will monitor and report annually on progress in the implementation of this recommendation.
Principle 2	Secondary schools should be recognized and rewarded for demonstrating a commitment to and success with efforts to increase the graduation and college-going rates of low-income and underrepresented ethnic minority students and for utilizing existing local or categorical aid programs to support this effort. Federal and State funding for education programs should include incentives for schools to improve student academic performance (p. 20).
Recommendation	The State Department of Education should (1) review the current provisions of the State-funded Compensatory Education Program to identify any disincentives in the funding mechanism for schools to improve the academic performance of their students and (2) make recommendations, if necessary, to strengthen the incentives for schools to utilize these funds in improving the graduation rates of their students (p. 20).

Table 6 (continued)

Item	Text
Implementation and Monitoring	Within the next year, the State Department of Education should begin to implement this recommendation. The Commission will report annually on progress in the implementation of this recommendation.
Principle 3	Each secondary school has the responsibility to identify (1) the strengths and weaknesses of its existing academic program, (2) any limitations in providing a full range of college-preparatory services, and (3) the kinds of activities and resources needed to respond to these limitations (p. 20).
Recommendation	The State Department of Education should facilitate the activity of the secondary schools in assessing and strengthening their existing academic programs by (1) distributing information about alternative methods to utilize existing categorical aid programs for college-preparatory programs, (2) encouraging and adequately supporting existing successful secondary school college-preparatory programs targeted toward pupils from groups that are underrepresented in institutions of postsecondary education, and (3) monitoring the existing University and College Opportunities Program established by schools and school districts utilizing the provisions of SB 968 (Statutes of 1982, Chapter 1298) (p. 20).
Implementation and Monitoring	Within the next year, the State Department of Education should begin to implement this recommendation. The Commission will report annually on progress in the implementation of this recommendation.
Principle 4	Mastery of core academic concepts and curriculum on the secondary school level is critical to future academic success in college (p. 20).
Recommendation	Equal educational opportunity efforts on the secondary school level should give primary emphasis to strengthening the academic preparation of low-income and ethnic minority students as a means of increasing the numbers who graduate from high school and both enroll in and succeed in college. School districts and secondary schools should form partnerships with postsecondary institutions so that faculty from both types of institutions can work together to develop comprehensive new curriculum and instructional models, and improve the academic and teaching skills of secondary school staff. These partnerships should be based on direct working relationships among teachers and administrators on both the secondary and postsecondary levels (p. 21).

Table 6 (continued)

Item	Text
Implementation and Monitoring	Within the next year, secondary and postsecondary institutions should begin implementing this recommendation. The Commission will report annually on progress in its implementation.
Legislative Policy 2: Supplementary Services for Secondary School Students Should be Provided Cooperatively by Secondary and Postsecondary Institutions	
Principle 5	While the secondary schools have the leadership role in preparing students for college, cooperative involvement by secondary and postsecondary educators is required to improve college-preparatory programs. Postsecondary institutions have the responsibility to work cooperatively with secondary schools in providing the kinds of activities and resources needed by secondary school students to prepare them academically for college through appropriately oriented and funded postsecondary equal educational opportunity programs (p. 21).
Recommendation	Postsecondary outreach programs that provide supplementary services such as tutoring and academic skills building should include formal cooperative working relationships with secondary school officials, so that these officials have a direct voice in planning and assessing the services that are provided in the school and so that these services are linked with comprehensive efforts to improve the college-preparatory curriculum, even if this means adjusting or restructuring the existing postsecondary equal educational opportunity programs (p. 21).
Implementation and Monitoring	Within the next year, secondary and postsecondary institutions should begin implementing this recommendation. The Commission will report annually on progress in its implementation.
Principle 6	Parental involvement and support is a critical element in the academic success of students at both the secondary and postsecondary levels. The parents of many low-income and ethnic minority students would benefit from assistance in working with their children to develop positive attitudes about school and the importance of enrolling in college-preparatory courses (p. 21).

Table 6 (continued)

Item	Text
Recommendation	All existing and any new equal educational opportunity outreach programs should implement strategies to assist parents of low-income and ethnic minority students in supporting their children by: (1) developing early positive attitudes about school and college attendance, (2) enrolling in college-preparatory courses of study, (3) gaining tutorial and other academic assistance as needed, and (4) acquiring financial assistance needed for postsecondary enrollment (p. 21).
Implementation and Monitoring	Within the next year, secondary and postsecondary institutions should begin implementing this recommendation. The Commission will report annually on progress in its implementation.
Principle 7	Representatives of the private sector can play an important role in enhancing the college-preparatory curriculum by providing career awareness experiences for the students (p. 22).
Recommendation	Secondary schools, aided by postsecondary equal opportunity programs, should develop cooperative partnerships with business, industry, and professional associations so that the various resources from the private sector can be utilized to improve career awareness and financial support for their low-income and ethnic minority students enrolled in college-preparatory programs (p. 22).
Implementation and Monitoring	Within the next year, secondary and postsecondary institutions should begin implementation of this recommendation. The Commission will report annually on progress in its implementation.
Principle 8	Postsecondary institutions can provide important assistance to secondary schools in the improvement of college-preparatory programs through (1) teacher education programs for new and current secondary school teachers and administrators, (2) counselor-training programs for new and current secondary school counselors, (3) in-service training programs for secondary school administrators, and (4) research on various education issues concerning factors that affect the movement of underrepresented ethnic minority students through secondary and postsecondary institutions (p. 22).

Table 6 (continued)

Item	Text
Recommendation	a. Postsecondary institutions and particularly theCalifornia State University have the responsibility to reassess the effectiveness of their teacher education and counselor-training programs in preparing individuals to teach and counsel students from various ethnic, and low-income backgrounds. A panel of educators with expertise in multicultural education, including representatives of secondary schools with high minority enrollments, should be convened within the next year by the State University to review existing programs and present any recommendations for improvement as may be needed (p.22).
Implementation and Monitoring	Within the next year, the California State University should implement this recommendation. Following the proposed reassessment of teacher education and counselor-training programs, the State University should initiate efforts to implement any recommendations made by the panel. The Commission will report annually on progress in this area.
Recommendation	b. Postsecondary institutions, particularly the California State University, have the responsibility to assess the effectiveness of existing in-service training programs for secondary school administrators in preparing them to implement and maintain strong college-preparatory programs in schools with students from various ethnic and low-income backgrounds. Existing efforts should be supplemented with an expanded in-service program for junior and senior high school administrators for schools and districts in the lower quartile of academic achievement (p. 22).
Implementation and Monitoring	Within the next year, the California State University should implement this recommendation. The Commission will report annually on progress in this area.
Recommendation	c. Postsecondary institutions and particularly the University of California have the responsibility to conduct research that will expand our understanding of factors and strategies that promote the educational achievement of students from various ethnic, racial, linguistic and low-income backgrounds. Representatives of the Postsecondary Education Commission should meet within the next year to inventory existing and on-going research on such topics and identify any important topics that merit further research (p. 22).
Implementation and Monitoring	Within the next year, the Commission should take the lead in implementing this recommendation, working cooperatively with representatives of the State Department of Education and various secondary and postsecondary institutions.

Table 6 (continued)

Item	Text
Principle 9	College entrance examinations provide helpful information for (1) identifying students' educational plans, career plans, and achievement levels and (2) assisting undecided students in choosing an academic major and career (p. 23).
Recommendation	Representatives of the State Department of Education and the public segments of postsecondary education should meet with representatives of the major testing agencies (the American College Testing Program and the College Board) to determine how these tests reflect the core curriculum of the secondary schools and to identify (1) the kinds of student data that are now being gathered by the testing agencies and (2) how these data can be used by secondary and postsecondary educators to assist students; and agree on a reporting schedule for the testing agencies to use in making these data available to the educational institutions (p. 23).
Implementation and Monitoring	Within the next year, the State Department of Education and the public postsecondary institutions should implement this recommendation. The Commission will report annually on progress in this area.
Legislative Policy 3: Informational Outreach Services Should Involve Active and Coordinated Efforts by Secondary and Postsecondary Educators, Working Through Regional Intersegmental Organizations Wherever Possible	
Principle 10	Regional intersegmental cooperation is a mechanism for coordinating outreach efforts, and secondary and postsecondary institutions should actively promote their development, while recognizing that they may not work in all places and that they are not a substitute for individual institutional efforts (p. 27).
Recommendation	Priority in State funding for postsecondary outreach programs should be given to those programs that include regional intersegmental coordination as a primary component of the outreach effort (p. 27).
Implementation and Monitoring	The Legislature and Governor should implement this recommendation through the budget process. The Commission will annually report on progress in its implementation.
Principle 11	Postsecondary institutions have the responsibility to provide coordinated outreach services to secondary school students.

Table 6 (continued)

Item	Text
Recommendation	a. The statewide offices of the University of California, the California State University, and the California Community Colleges should encourage and support further campus participation in formal interinstitutional outreach projects. The University of California has taken leadership in this effort, voluntarily providing strong annual financial support to existing regional projects. The systemwide offices of the other two postsecondary segments should initiate a similar financial commitment to interinstitutional efforts (p. 27).
Implementation and Monitoring	Within the next year, the statewide offices of the three public segments of postsecondary education should begin implementing this recommendation. The Commission will report annually on progress in its implementation.
Recommendation	b. Each public college and university campus should designate one individual for one office as responsible for coordinating all of its outreach services at the school site. Beginning in the 1985-86 academic year, the State Department of Education and the Postsecondary Education Commission should annually publish this information to facilitate the coordination of outreach services throughout the State (p. 27).
Implementation and Monitoring	Prior to April 1985, representatives of the Commission and the State Department of Education should initiate efforts to implement this recommendation, working cooperatively with representatives of the statewide offices of the postsecondary institutions.
Legislative Policy 4: The Goal of Outreach Programs is to Increase the Enrollment of Underrepresented Students in Each Segment of Postsecondary Education, Instead of at Individual Campuses	
Principle 12	The primary purpose of informational outreach programs is to provide students with facts about the full range of postsecondary alternatives so that students can make informed decisions about where they want to enroll for postsecondary study. Informational outreach programs should be utilized to increase enrollments of underrepresented ethnic minority students in each segment of postsecondary education (p. 28).
Recommendation	Priority in State funding for informational outreach programs should be given to those programs that have the primary purpose of increasing the enrollments of underrepresented students in each segment of postsecondary education rather than at an individual campus (p. 28).

Table 6 (continued)

Item	Text
Implementation and Monitoring	The Legislature and Governor should implement this recommendation through the budget process. During the next two years, the Commission should review the operation of existing informational outreach programs to verify their compliance with this legislative policy.

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